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ABSTRACT

This monograph concerns the role of the student personnel worker in counseling adult students, especially female students. Reasons why women return to college and their utilization of a student personnel department are reviewed. An analysis of admission requirements for adult students and an outline of institutional activities that promote sex equity are included. Specific recommendations are made for changes that will enhance educational opportunities for women in higher education. It is suggested that colleges must update admissions practices to eliminate barriers for women, employ women as successful role models, design special programs for women, and change existing attitudes and biases regarding the education of women. The appendix contains modules for counselor training workshops that promote sex equity. (NRB)

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ADULT COUNSELING FOR SEX EQUITY IN POST-SECONDARY EDUCATION

by

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and

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July 1980

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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—*Matilda Butler, Director*

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Acknowledgments

This monograph concerns the role of the student personnel worker in counseling adult students, and especially her or his relationship with female students. The authors present some reasons why women return to college and review research regarding women's utilization of a student personnel department. Furthermore, they analyze admission requirements for adult students, outline institutional activities that promote sex equity, and offer specific recommendations for change that will enhance educational opportunities for women in higher education.

The American Personnel and Guidance Association graciously permitted the Women's Educational Equity Communications Network to reprint portions of their materials for counselor training workshops. The training modules, outlined in the appendix, were taken from two products: For Women and For Men: Sex Equity in Counselor Education and Supervision, developed by the Association for Counselor Education and Supervision (ACES), and A Handbook for Workshops on Sex Equality, developed by the Sex Equality in Guidance Opportunities (SEGO) Project.

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Introduction

A quite revolution is surging across American college campuses. It is the growing awareness that the presence of an ever increasing, adult female student population demands targeted institutional changes. The Fall 1979 post-secondary enrollment statistics reveal that over 50% of students on campus are female. Furthermore, the median age of college students is moving toward age 30.

Although the demographics are shifting, many administrators have been reluctant to institute major changes in school policy. They remain wedded to the traditional, male-dominated models. Research, on the other hand, is demonstrating the need for new approaches. In the field of counseling for adult females, alone, Worell (1980) identifies over 500 recent journal articles that focus on changes in ideologies, goals, needs, rationales, and strategies. She cites four facets of the revolution as departures from previous modus operandi:

- A new body of literature and research on the psychology of women and sex roles.
- Emerging client populations including:
  - -Adult career development counseling.
  - -Life span/life cycle roles management counseling, including awareness building, assertiveness training, and decision making.
  - -Reentry and adult counseling for targeted subpopulations, including displaced homemakers, aging and retiring women.
  - -Family and marital role counseling, including divorce, widowhood, and singleness counseling.
  - -Sexuality counseling, including pregnancy counseling, rape counseling, and sex-discrimination counseling.
  - -Specialized client group counseling, including minority women, handicapped women, female offenders, corporate or women entrepreneurs.
- Emerging procedures to serve these new client subpopulations.
- Recognition for the need to develop a national commitment to improved standards and ethics codes for counseling women.

Historical Perspective

The current revolution in counseling women in higher education is better understood when seen in the light of three major philosophies that have undergirded the development of American higher education. These are the philosophy of aristocracy, the philosophy of meritocracy, and the philosophy of egalitarianism.

Higher education in America, during the early years, prepared the sons of the wealthy to assume their proper status in society. Some of these students had strong academic abilities while others did not. It was believed that the poor, ethnic minorities, and women did not need an education because their status in life had already been determined by birth. A few finishing schools, however, were established for female students from monied families.

But an increasing number of people began to feel that education was an earned right, and they challenged the philosophy that higher education was a birthright. Advocates of the philosophy of meritocracy argued that scholastic ability and willingness to study hard should determine a person's attendance at college. The land grant colleges and universities were founded on this principle, and they encouraged common laborers to send their children who had the academic ability to schools they could afford.

The meritocracy philosophy peaked during the 1950's. At that time, universities recruited widely among students who lacked money and social status, but who had academic talent and the desire to work hard. Because it broke down barriers originally imposed by the wealthy, the meritocracy philosophy can be considered the first effort to democratize higher education in America. But the advocates of meritocracy also imposed certain barriers. Their academic requirements led to the widespread use of aptitude tests for admission. Thus, while the philosophy of aristocracy catered to a small elite portion of our society, that of meritocracy catered to a small number of college-aged students.

Gleazer (1980) argues that it is the emergence of the 1230 low-cost, community-based, two-year colleges that have significantly democratized higher education. Over four million persons, 52.2% of whom are female, are currently enrolled in credit programs. But the philosophy of egalitarianism, or education for all, has presented many problems for educators trying to educate these new students by traditional methods. The women, minority groups, and handicapped persons seeking places in the educational arena in ever increasing numbers have brought with them special problems and concerns. Some of the key problems and concerns related to women are discussed in this monograph.

The Role of the Institution in Equity Counseling

In responding to the needs of these new student population groups, it is the task of the institution to lead the way and establish an atmosphere of equity. Brandstrom (1979) urges administrators to reassess their institutions' policies, as well as practices, to assure counseling equity for both males and females. She suggests several sensitive areas requiring review:

- A philosophy that is in compliance with recent Federal legislation, Federal and state court decisions, Federal HEW/OCR regulations, and institutional goals and objectives.
- Institutional commitment that includes adequate funding, staff, time, and space.
- Demonstrated need on campus and in the community-at-large.
- A well reasoned action plan that includes
  - -A community-based advisory committee
  - -A workable timetable for operation
  - -Funding for a minimum of 12 months
  - -Staff/consultants' selection and training
  - -Outreach/recruitment
  - -Selection of counseling models
  - -Financial aid options for clients
  - -A public relations campaign
  - -A research and evaluation component

In The Guidance Needs of Women, Harmon (1979) encourages administrators to facilitate improved counseling practices by making a personal commitment to equal opportunity for women in education and in the work force. At the same time, they should activate formal programs for inservice development of the staff, encouraging a similar commitment on their part.

Perhaps the most natural starting point for the development of open access to equity counseling should be the college catalogs and admissions requirements (Eliason, 1977, 1978). They must be designed to reflect the wide range of students and their needs. Allen, et al. (1976) offer the following suggestions for reducing sexist practices:

- Change course titles, such as "autobody repairman" to "autobody mechanic."
- Distribute catalogs and brochures describing occupational programs without the emphasis on sex stereotyping. For instance, avoid the exclusive use of the pronoun "he" when referring to most programs and "she" when referring to secretarial and nursing courses.
- Rearrange physical facilities of the the classes traditionally attracting male or female students so that they are situated near each other.
- Publicize course offerings in non-traditional locations, such as beauty shops, in the women's section of newspapers, or bank mailers.
- Increase the ratio of females to males on advisory committees. It will take counselors, teachers, administrators, students, publishers, and the community leaders working together to eradicate many of the stereotypes prevalent today in employment opportunities for women.

By reviewing and revising policy, commiting oneself and the institution to equity, and by striving to eliminate sexism, an administrator creates an atmosphere in which all students can thrive. Also, with the institution taking a stand to promote equal opportunity, gradually the individual bastions of sexism will succumb.

Admission Requirements

As more and more adults return to higher education, admissions directors must begin to review their admissions requirements. Not only are many of the existing requirements somewhat threatening to adult students, they are also youth-oriented. Many adults become so disillusioned with all of the required forms that they decide not to continue their education. Cless (as quoted in Moore, 1975) indicates that some admissions requirements are either irrelevant or impossible for adult students to fulfill. These "roadblocks," as she calls them, include requests for letters of recommendation from recent instructors, required passing of examinations that assume the adult applicant has been in school recently, and the difficulty of transferring credits from one institution to another.

Brandenburg (1974) emphasizes the need for alternative ways to evaluate women returning to school after an extended absence. She feels that tests, such as the Scholastic Aptitude Test and the Graduate Record Examination, discriminate against older women because they assess skills that may not have been used for several years. Brandenburg suggests giving "life experience credit" for experiences outside of a formal educational setting or using the College Level Examination Program (CLEP) and the College Proficiency Examination Program (CREP) as possible alternatives in evaluating women for admissions purposes.

Brandenburg sums up her remarks regarding admissions requirements for women in the following statement:

"Meeting the needs of returning women regarding admissions does not imply lowering standards or accepting all mature students. . . . It does, however, suggest more accurate and valid consideration for the person seeking admission." (p. 15)

Building on Brandenburg's suggestions, the next step is to establish a standardized procedure for assessing credit. Ekstrom (1977), for example, proposes using the CAEL method of portfolio building for homemaking and volunteer experiences. Ekstrom and Eliason (1979) have developed a systems approach to give credit for prior learning gained in hobby, volunteer, or homemaking experiential settings. Colleges participating in these studies have benefited from increased enrollments and projected declines in numbers of dropouts.

As early as 1971, Waters was interested in finding out how colleges and universities handled their adult (30 years or older) applicants. She developed a questionnaire concerning the general treatment of adult applicants in reference to testing and the evaluation of life experience and mailed it to admissions directors of 58 four-year colleges and universities from five states--California, Georgia, Illinois, Michigan, and Massachusetts. Forty-five of the fifty-eight questionnaires were returned. Table 1 summarizes responses to some of the key questions raised by Waters.

Table 1

Responses to Selected Questions for Admissions Procedures for Adults

N=44

	Yes		No		Not Answered/ Not Applicable	
	No.	%	No.	%	No.	%
Do you have an upper age limit beyond which students cannot be admitted to your school as undergraduates?	1	2.3	43	97.7	0	--
Do you attempt to evaluate life experiences in deciding whether, or at what level, to admit undergraduates?	20	45.4	23	52.3	1	2.3
Does the age of the applicants have any bearing on the tests they are asked to take?	10	22.7	32	72.7	2	4.5
Is there a particular admissions officer who handles all adult applicants?	9	20.5	35	79.5	0	--
In general, are your admissions procedures any different for adult applicants than they are for younger applicants?	10	22.7	34	77.3	0	--

Waters also learned that 11 schools were using CLEP to evaluate adult applicants and give credit for course work outside of the classroom. Two schools were using the Quick Word Test, a vocabulary test

designed to estimate an adult's mental ability. The College Qualification Test had been used by two schools. The test of Adult College Aptitude developed at Washington University had not been used by any of the responding institutions.

According to Eliason (1977) adults experience few barriers to "open door," two-year colleges. Rather, the blockages for adult learners, especially part-time students, are within institutions barring them from admission to specific occupational programs.

At the same time, hidden barriers in admissions practices abound for adult women. In Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers and Older Women (1978), Eliason gathered testimony from over 2,000 respondents in all Federal regions. The absence of adequate, appropriate financial aid was cited by an overwhelming number of respondents. Although Federal guidelines say that an institution may offer Federal grants and/or loans to part-time students who enroll for at least six credit hours, many institutions do not make them available. Additionally, many women are blocked from financial assistance because they must list as "assets" spouses' incomes last year, even though these may no longer be available due to divorce, separation, death, or other incapacitation of spouse. Loan options often are not realistic for females who are heads of households because of the unrealistic repayment requirements.

Cross (in Furniss, 1972) made a comparative study in 1969-1970 of men and women receiving financial aid. Although somewhat outdated now, the study pointed out that women receive smaller grants and scholarships than men, take out larger loans, and if they are fortunate enough to find jobs, work for smaller wages. The study further indicated that "institutional grants . . . averaged $671 for men and $515 for women, even though there was no significant difference in the socio-economic status of women and men who participated in the study." (p.53)

The 1980 Congressional hearings on the reauthorization of the Higher Education Act have attempted to respond to some of the inequities. Congress has reaffirmed the need for greater liberalization of financial aid options for middle and lower income families where more than one family member is attending college.

The Role of the Student Personnel Worker in Counseling Adult Students

"The far goals for adult education, and for other education, are to find the processes, the ways in which we can help people become all they are capable of becoming. . . . to help the client achieve such intrinsic learning is the far goal of counseling." (Maslow, 1965, p. 205)

Farmer (1967) identifies three areas that should be considered by the student personnel worker in counseling with adult students. They are age, psychological maturity, and social roles.

Studies have shown that the adult student's ability changes with age. The Army Alpha Test, used during World War I, and tests conducted in 1928 by Thorndike and others, set the peak learning age of the adult student at 21 to 22 years. Thereafter, adult learning ability declines at an increased rate until the age of approximately 42 to 60. The early standardization of the Wechsler Bellevue moved the peak performance years to 25 to 29. Although this does not mean that the older adult cannot learn, it does mean that physiologically the adult's reaction time may become slower with age.

Knefelkamp, Widlick, and Stroad (1978) have modified Perry's (1970) nine stage model for cognitive development in a way that has important implications for the equity counseling of adults. As they see it, each stage represents a different and increasingly complex way of understanding knowledge and the learning process. Other recent studies of adult learning styles are developing similar challenges to long held precepts, and findings are effecting the practices of educators and counselors.

According to Farmer (1967) adult students have multi-dimensional abilities that are not indicated when only a single measurement is taken. Kingsley Wientge of the University of Missouri, St. Louis (quoted in Farmer, 1967) states that in order to assess the academic abilities of adults, new measures must be devised and standardized. As a result, task forces and commissions are now recommending that life experience be considered in the development of educational assessment and academic credit programs. These findings support the conclusions of Brandenburg (1974), Ekstrom (1977), and Ekstrom and Eliason (1979).

Psychological maturity is the second area that student personnel workers should consider in counseling adult learners. As a person moves through the adult years, a diversification of abilities, skills, attitudes, and interests occurs (Farmer, 1967). Adult students have a tendency to use what they know instead of reacting to new possibilities. They tend to repeat behavioral patterns, even though these may limit their ability to perceive effective alternatives.

The adult's social roles comprise the third area that student personnel workers must be cognizant of in counseling adult students. Social roles increase as adults get older. Society places certain expectations on adults as they move through different age-time zones. In addition to family responsibilities, for example, adults have obligations imposed by their jobs.

Braud (1967) perceives the role of the counselor as that of a "go between"--helping the student relate her or his educational venture to the past, present, and future. The student personnel worker, according to Braud, must be alert to the needs of the student and be able to evaluate the following questions in counseling the adult student:

- What does this student want and why?
- Does this institution offer what she or he is seeking?

- Do her or his ambitions seem realistic with respect to previous experience, domestic and vocational settings and finances?
- Does her or his recent work and past indicate constructive achievement and moderate progress, or possibly confusion, poor efficiency, or self-defeating behavior?
- Does she or he appear informed about what she or he is seeking?
- Is she or he confident or diffident?
- Does she or he have any major relevant problems or handicaps?
- How might she or he best start?
- What administrative steps might be necessary?

(Braud, 1967, p. 153)

If the counselor is to provide effective services for an adult student, she or he must be able to answer all of these questions and must also develop certain equity-related competencies.

The counselor, according to Berry (1972), must take steps to overcome any personal biases concerning the role of women in certain career occupations. She explains that as the counselor becomes more knowledgeable, by reading and pursuing educational and professional experiences, she or he will dispel such myths as: "Women do not want to work for a woman boss;" "Women take more sick leave than men;" "Older women workers are unattractive and inefficient;" or "Women suffer unmentionable, vague diseases in middle life."

Harmon (1979) cites eight basic criteria for equity-based occupational counseling of women. She sees them culminating in a commitment to "develop effective ways to initiate recognition of real barriers in the home, educational process and the work place without discouraging the career exploration of women clients." Quite simply, to assure economic as well as academic equity, adult women entering academe in the 1980's need to know all of their career options.

Interestingly enough, over 90% of females enrolled in better paying, predominantly male occupations have had strong, positive relationships with male teachers, fathers, or older brothers (Kane, 1977, 1978, 1980; Eliason, 1979). Moore (1975) finds that fathers have had greater influence than mothers on women's choosing nontraditional careers. The mothers who opposed their daughters' choosing nontraditional careers objected because they did not want their daughters to choose an "anti-social career," such as law, an "unfeminine career," such as physical education; or a "too different career," such as electrical technology. By the same token, women who are interested in nontraditional or pioneering occupations tend to have working mothers (Tamgri, 1972; Almquist and Angrist, 1971). Kane (1977) and Eliason (1977) find that females selecting "neutral" occupational education (i.e., areas in which the numbers of employed females have exceeded 15% in recent years, such as accounting, drafting, and law enforcement) more typically have had encouragement from female teachers, parents, and/or counselors.

Uncontrollable circumstances form another set of obstacles that keep women out of nontraditional careers. These include such factors as money, competition, and being a woman. Money is seen as an obstacle if the career is one for which there is already an oversupply of people for available jobs. Women are also concerned about having to compete both with women in traditional careers, such as teaching or nursing, and with men in nontraditional careers, such as law or medicine. Femaleness is perceived as an obstacle by women who have chosen nontraditional careers.

Smith (as quoted in Stechert, 1980) cites rapidly advancing inflation as an important factor in career choice. The two-career family needs mother to bring home more than pin money to keep pace with the family's fixed expenses. The single head of household faces even more imperative economic-related career choices.

Counselors should be aware of economic realities to avoid "cooling out" female career goals, and thus limiting their economic self-sufficiency. Clark (as quoted in Moore, 1975) describes "cooling out" as the process of rechanneling overaspiring students from transfer programs into a terminal curriculum. He is referring primarily to low-achieving students in a two-year college. Moore, however, states that rechanneling nontraditional career aspirations into traditional choices for women can also be called "cooling out." "A woman desiring to be a physician," she explains, "must also desire transfer to a four-year college, and to be cooled out of one is to be cooled out of the other." (p. 580)

Interviewing 62 women in three, two-year colleges in New York State, Moore concludes that four basic factors serve as coolers in terms of the career education of women. They are parents, uncontrollable circumstances, counselors, and the two-year college.

Women in the study felt that counselors had created obstacles to their choosing such careers as engineering, medicine, and law. Forty percent were disillusioned with their high school counselors, feeling that the counselors had been "too busy, too bossy, too fixated on college admissions, or indifferent to them as individuals." Women enrolled in both traditional and nontraditional programs summed up their experiences with college counselors in the following ways: (1) They had not seen a college counselor; (2) They saw a counselor only for routine scheduling of courses; or (3) They went to a faculty member instead of a counselor. Many women students had already encountered counselors who attempted to cool them out of nontraditional careers before they reached college. Therefore, they avoided counselors once they were in college. One woman summed up her feelings toward counselors, "Who needs them? They'd only get in my way."

Although Moore's study was concerned primarily with two-year college women, much of the information is also applicable to a four-year college or university setting.

Harway, et al. (1976) identify six areas which contribute to sex bias or discrimination in counseling.

- Socialization, which plays an important role in shaping the education and career decisions of young people, reflecting the sex-role biases of the surrounding society.
- The counselor training field, reflecting the biases and sex-role stereotypes of the larger society.
- Counselor trainers and training rationales which reinforce existing biases or produce attitudes and values that interfere with equitable counseling practices.
- Tests (personality, interest) and other source materials used to assess clients and assist them with their educational, vocational, and personal decisions, reflecting sex-role biases.
- Negative outcomes of counseling, reflected in student's educational and career decisions which indicate acceptance of sex-role stereotypes.
- Use of traditional approaches in counselor training and procedures that maintain stereotypes.

Harway, et al. define sex bias in counseling as any condition which limits a client's options solely because of gender, including limiting expression of certain kinds of behavior because these have been traditionally appropriate for one sex. In many cases sex bias in counseling is overt (e.g., the counselor suggests that a female not enroll in math because females are not good in math). On the other hand, sex bias can be covert (e.g., the counselor suggests that females excel in jobs that are clerical in nature).

The authors make several recommendations for future research on counseling at the post-secondary level:

- College counseling services are often segmented, utilizing separate locations for vocational services, job counseling and placement services,

financial aid counseling, and personal-social counseling. Does this specialization and lack of coordination have differential effects on men and women?

- At the college level there appears to be a heirarchy in student counseling. Many counselors give top status to personal-social counseling and second class status to vocational counseling. What effect do these attitudes have on the counseling a student receives?
- How are assignments of students to counselors made? Are the race and sex of both parties considered? Is a student assigned to the first counselor available?
- Some colleges are experimenting with outreach counseling programs; that is, counselors are assigned to certain subject areas or to particular schools. Are men counselors assigned to engineering and women counselors to home economics? Such assignments would have clear implications for the two sexes.

The implications in all this are quite clear. The student personnel worker must be aware of his or her biases and tendencies toward sexual stereotyping. Therefore, to be effective a counselor must be sensitive to the effects of race, age, socio-economic status, and sex of the client.

Approaches to Counseling Women Students

Since the early 1960's women have been returning to higher educational institutions in larger numbers than ever before. Berry (1972) declares that this increase in women students is a result of the growing awareness of the new womanhood. She notes that many women lack self-fulfillment in their own lives and feel a loss of personal identity. Others feel they have lost the human contact that is normally associated with work. These women complain that they are living only through their husbands and their children.

Friedan (1963) articulates the growing problem of women who are fed up with living solely through their families, terming it the problem of "no name." She feels that society cannot ignore the voices of women who are saying, "I want something more than my husband, my children, and my home." Friedan contends that the "no name" phenomenon puzzling so many women today is unrelated to any "loss of femininity, or too much education, or the demands of domesticity." Rather it is an expression of unfulfillment.

As more adult women seek reentrance into educational institutions, counselors, administrators, and faculty are realizing that they are dealing with a new type of woman. These women are choosing to pursue majors other than the traditional ones of teaching, nursing, and social work. Requests for information about the availability of jobs, salary raises, and opportunities for career growth are becoming frequent questions. The demand for equal opportunity to achieve educational and career goals is highlighted by the attempts of the women's movement to eradicate job discrimination barriers.

Mezirow (1976) sums up many of the factors leading women to return to college. Those most frequently articulated include, self-fulfillment, a desire to enter the labor force, dissatisfaction with the traditional housewife role, fulfillment of a long-standing desire to return to college, independence of children, financial reasons, and job promotion.

Monaghan (1974) indicates that social needs are also a vital factor, as important to women as to any other group of human beings. She conducted a study designed specifically for older women at Memphis State University. Based on Maslow's hierarchy of needs, it consisted of 25 questions related to social needs, combined into a six-step hierarchy. The participants had reached a level of financial and social security such that these were no longer considered emergent needs. Needs for acquisition, belonging, and achievement apparently had been fulfilled as well. They had reached the stage where they considered self-actualization and esteem as their most important needs. According to Monaghan, the closeness between the desire for self-actualization and the desire for esteem may be indicative of the rather inseparable relationship of the two. "There seems to be a very fine line," she explains, "between the desire to become, to be 'somebody,' and the desire to receive some sort of recognition for being." (p. 52)

Women returning to school have special needs that must be met if they are going to be successful academically. Some of these needs must be met by the women themselves, and others by both themselves and the institution. Many women returning to school experience "role conflict, feelings of low self-worth, loneliness, goallessness, guilt, dependency and depression" (Manis and Machizuki, 1972, p. 95). Institutions of higher education should provide counselors and programs specifically for these women.

Fossedal (1979) observes that the counselor is the link between the woman and the institutional program. Therefore all those who seek to offer equity counseling must understand basic skills, attitudes, and practices. These include verbal skills, body language, decision-making skills, and tools.

In the Adult Career Education Counseling project, Hartwig (1975) identifies 23 measureable competencies counselors need to work with adult students:

1. Demonstrate ability to differentiate between the concepts of guidance and counseling.
2. Demonstrate ability to manage learning activities for counselor aides (paraprofessionals) in adult counseling programs.
3. Demonstrate ability to develop a team approach with administrators, teachers, paraprofessionals, resource agencies, and the like in adult counseling and guidance programs.
4. Demonstrate knowledge of community resource agencies.
5. Demonstrate ability to conduct a needs assessment survey to determine adult education guidance and counseling needs in the community.
6. Demonstrate ability to function in different adult education settings.
7. Demonstrate ability to design an adult counseling and guidance program as an integral part of an adult education program.
8. Demonstrate ability to coordinate an adult counseling program as an integral part of an adult education program.
9. Demonstrate ability to interact with local businesses, industries, and unions in order to promote career opportunities and prepare the clients for entry into the labor market.
10. Demonstrate awareness of problems such as alienation, stereotyping, and racial discrimination encountered in a work environment.
11. Demonstrate ability to counsel client regarding retirement plans.
12. Demonstrate ability to counsel client regarding leisure time and avocational activities.
13. Demonstrate ability to coordinate activities related to retention of adult students.
14. Demonstrate ability to establish short-term (1-2 years) and long-term (5-10 years) follow-up studies of adult students.
15. Demonstrate articulation of personal counseling theory and its theoretical basis.
16. Demonstrate ability to carry out a one-to-one counseling session.
17. Demonstrate ability to conduct a guidance interview to achieve a specific end.
18. Demonstrate awareness of various racial, ethnic, economic, and age groups.
19. Demonstrate awareness of adult education terminology and proposal writing procedures.
20. Demonstrate awareness of career patterns and mid-career changes.
21. Demonstrate ability to assist adult students in educational program planning.
22. Demonstrate ability to structure and conduct group sessions and counseling sessions.
23. Demonstrate awareness of budgeting and administration systems procedures.

In 1979 surveys of women's centers and campus based women's counseling programs, the Project on the Status of Women of the American Association of Colleges and the National Women's Studies Association identified over six hundred programs on campuses throughout the country. Some are based in student personnel offices, others operate under the wing of the Division of Continuing Education. Eliason (1979) identifies six quality models for two-year colleges. Mezirow (1978) offers methodology for evaluating quality re-entry counseling programs based in the continuing education realm. Both Eliason and Mezirow decry the inadequate funding given many programs.

Two fundamental goals common to all high-quality equity counseling programs are:

1. To remove the psychological blockages that hinder females' access to choices needed to change lifestyles.
2. To give women the opportunity to assess reality, their own skills, abilities, and options available.

Among longlived quality programs on four-year college campuses, several transportable models that meet the social and psychological needs of women have emerged.

- A Cooperative Institutional Model

  Western Michigan University--The Counseling Center at WMU, in cooperation with the Division of Continuing Education, initiated a workshop program in 1970, called "Search for Fulfillment: A Program for Adult Women." The program's two main objectives are to remove the psychological blocks that keep women from the choices they need to make or change lifestyles, and to give women the opportunity to assess reality, their own skills and abilities, and the opportunities available to them in their communities.

  Each workshop consists of at least 36 participants, divided into small groups of six, each led by two women facilitators who can serve as role models. The average woman applying for Western's program is 38 years old and the mother of two or three children, of whom the youngest is approximately nine years old. The majority of the women participants have attended college previously.

- Equity Based Student Personnel Programs

  Queens College of the City University of New York--The Queens College program, "Women Involved In New Goals" (WING), includes activities designed to provide various opportunities for women to meet and establish friendships with other women students, discuss mutual problems, receive moral support, and obtain information related to their specific problems. It satisfies the need stressed most frequently by women returning to school: to meet others in the same situation. Activities sponsored by WING include two-hour weekly meetings, workshops, speakers, and special services. Issues such as personal concerns about guilt and dependency, sex discrimination, and career development are addressed.

  WING is operated by four women students under the supervision of Dr. Judith B. Brandenburg, Assistant Professor and Counseling Psychologist in the Department of Student Personnel at Queens.

  Brandenburg says that because so many women go directly from being dependent upon their parents to becoming dependent on their husbands, they do not acquire their own identities. She states that women must strengthen their abilities to assert themselves and make decisions. These abilities are necessary if effective learning is to take place and if women are to be able to analyze information, attack problems, and read critically.

  To better shape the Queens program to meet changing client needs, Dr. Brandenburg has conducted over 200 individual interviews and group discussions, and analyzed numerous questionnaires. In response to the question, "What do you see as your goals and reasons for returning to school?" Brandenburg received the following frequent answers:

  - "I wanted to grow up and find my own identity."
  - "I need constructive interests outside the home."
  - "I desire self-fulfillment."
  - "I want self-improvement, confidence, my own identity."
  - "I'm feeling stagnant and want a meaningful career."
  - "I need to find myself as a person."
  - "I seek financial independence, meaningful employment."

- A Center for Continuing Education for Women within a university or college.

  George Washington University--In 1964 GW pioneered the development of a prototype, multi-faceted counseling service for women. Among its outstanding initiatives are one-year, post-graduate skills building programs in para legal and editorial fields.

  On behalf of undergraduates, the Center has also developed a program called "Lifeline" which emphasizes the importance of the undergraduate years. Letters are written during the summer by junior women and mailed to incoming first-year women. The letter and a reading list serve as preparatory material for the first-year women's assembly held during

orientation week. During the assembly, first-year women are asked to consider their college years as a means of establishing values that will enable them to be molders, not passive accepters, of their environment (Kirkbride, 1966).

Project Lifeline encourages women to obtain formal education and to keep intellectually abreast of the times during their childrearing years. They are made aware of various reasons why women enter or reenter the labor force, such as widowhood or the increased cost of educating a child, and of the increasing number of women who are faced with the need, as well as the desire, to work.

Junior women with the assistance of faculty members lead panel discussions that focus on problems women encounter in combining marriage, education, and work; society's perspective on women in the labor force; and women's contribution to the world of volunteer work. Discussions center on women most affected by the social changes of the last quarter century--married women in their 30's whose families no longer demand most of their time. Students are encouraged to evaluate each panel discussion and to make suggestions for future panel discussions based on their needs.

In Equity Counseling for Community College Women (1979), Eliason documents efforts of six exemplary two-year colleges to target support services to specific subpopulations of females. Bergen (Paramus, NJ), Brevard (Cocoa, FL), Gavilan (Gilroy, CA), Lane (Eugene, OR), Trident (Charleston, SC), and Waukesha (Pewaukee, WI) share developed, integrated approaches to funding, staffing outreach, and intake that assures open access to all institutional educational counseling resources.

Do Women Students Adequately Utilize Student Personnel Services?

Providing qualified counselors and developing programs designed to meet the needs of adult women students, is only part of the task. The clients must be encouraged to use the facilities. Only recently have researchers of counseling practice attempted to analyze female access and utilization patterns. There is no universal agreement among researchers on issues related to access and utilization. Furthermore, there appear to be differences related to size and type of institution, as well as institutional commitment.

In one study, Hipple and Hill (1973) find that women students at the University of Idaho sought professional counseling more than men. While only 31% of the student body were women, 40% of the clients at the University's counseling center were female. Fifty-five percent of the female clients wanted assistance with personal adjustment problems, an indication, according to the authors, of the degree of stress women feel. Moore (1975), on the other hand, concludes that women returning to school do not utilize the student personnel department because they have had unpleasant experiences with counselors in high school and wish to avoid them in college.

Eliason (1977) sampled over 1100 females on ten, two-year college campuses and found that only 22.5% rated personal counseling services as beneficial. Although all ten institutions offered both professional and personal counseling, 16.5% of the sample did not know if counseling was offered and an additional 16.4% denied that any was available. Respondents were even less aware of the personal problem solving services; 25.2% stated that it was unavailable and 33.8% did not know. By contrast, of 14 identifiable and common student support services, the Learning Resource Centers received the highest ratings among 55.3% of the respondents.

Given the lack of awareness or utilization of the counseling services, faculty advisement takes on increased importance in the equity-conscious institution. It becomes the job of faculty members to work with professionally trained counselors and provide supportive bridges between the worlds of home, education, and work. Sensitive female faculty have the additional capability of standing as role models for students. In a survey of women who were planning to continue their education at the University of Idaho, Hipple and Hill (1973) found that 37% of the women wanted assistance with study habits and techniques, 61% wanted information about occupational opportunities, and 53% wanted to gain a better perspective on the role of women in society. Enlightened faculty, therefore, should reinforce a woman's sense of increasing control over her life and career by encouraging her to increase control over her lifelong learning options.

Legislation that Promotes Sex Equity

Over the last 15 years Congress has passed several laws concerning educational equity. Collectively they guarantee every individual's right to an equal education. These are important steps since they provide a legal basis for issuing a grievance against unfair discrimination.

Although it is important to know the laws, legislation alone will not ensure educational equity. Administrators, teachers, and counselors must combine their knowledge of the laws with their efforts to change their attitudes and biases regarding the education of women, minorities, and handicapped persons.

- The Women's Educational Equity Act

  The Women's Educational Equity Act (WEEA) was enacted on August 21, 1974 and reauthorized in 1979. Its main function has been to provide, through grants and contracts, educational equity for women and girls. Since 1977 the Women's Educational Equity Act Program of the Office of Education (now the Department of Education) has run a discretionary grants program to fund projects with high replicability and wide impact. The Act also authorized the creation of the National Advisory Council on Women's Educational Programs to advise on the attainment of educational equity.

- The Career Education Incentive Act

  The Career Education Incentive Act was signed by President Carter in December 1977. The Act has authorized $400 million over a five-year period for career education and emphasizes the elimination of sex bias and stereotyping in all program areas.

- Title IV--The Higher Education Act of 1965 (Student Assistance)

  Title IV of the Higher Education Act of 1965 provides Federal financial assistance to needy students in post-secondary education. Five programs are included in this Act: (1) BEOG--Basic Educational Opportunity Grant Program; (2) SEOG--Supplemental Educational Opportunity Grant; (3) SSIG--State Student Incentive Grant; (4) CWS--College Work Study Program; and (5) TRIO--Special Programs for Students from Disadvantaged Backgrounds, Special Services for Disadvantaged Students, and Talent Search. The SEOG and CWS are financial aid programs based at local institutions. Students applying for the BEOG must go through a national application process. The TRIO programs are special projects designed to overcome cultural, economic, or physical handicaps and other obstacles that prevent talented students from completing secondary or post-secondary education.

- Title IV--The Civil Rights Act of 1964 (Desegregation of Public Schools)

  Title IV is the only national program with funds designated to provide technical assistance in overcoming sex discrimination in elementary and secondary schools. It provides expert consultation and employment training to public schools with problem or special needs incident to desegregation on the basis of race, color, religion, sex, national origin, or language.

- Title V--The Higher Education Act of 1965 (Cooperative Education)

  This program is designed to assist post-secondary institutions in developing, strengthening, or expanding educational programs which combine work and study experiences. Employment enables students to obtain funds for their education and job experience related to their academic or occupational objectives. Title V also provides grants and contracts for training administrative personnel and conducting research into ways to improve programs. Institutions participating in the program are required to match the Federal funds they receive.

- Title IV--The Education Amendments of 1976 (Title III, Part D, Guidance and Counseling)

  This program authorizes three guidance and counseling initiatives:

  1. Provide programs, projects, and leadership activities in the states.
  2. Increase coordination of guidance and counseling activities at Federal, state, and local levels.
  3. Improve the qualifications of guidance and counseling personnel with emphasis on inservice training related to the world of work.

- Title IX of the Education Amendments of 1972

Title IX prohibits sex discrimination in Education. It states that 'No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Recruiting Students. The recruitment of students is not an issue at the elementary and secondary levels, but it is an important concern to post-secondary institutions because of the growing competition for college students. Title IX addresses issues in the recruitment process that involve written materials (e.g., brochures, catalogs, and applications.) Recruiters and admissions personnel must make sure they do not discriminate against women in their campus units, interviews, and correspondence.

Admissions programs. Title IX exempts only the following types of institutions from its admissions provisions: private undergraduate institutions, preschools, elementary, and secondary schools (other than vocational), and single-sex public undergraduate institutions. The following types of institutions must adhere to Title IX sex-discrimination admissions policy: public coeducational undergraduate institutions, vocational schools, and graduate schools.

Awarding of Financial Aid. The financial aid practices of an institution are not exempt from the requirements of Title IX, even though admissions policies may be. The law requires that in awarding financial assistance to its students an institution may not, on the basis of sex:

1. Provide different amounts or types of such assistance, apply different criteria, or otherwise discriminate.
2. Through solicitation, listing, approval, provision of facilities, or other services, assist any foundation, trust, agency, organization, or person that provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex.
3. Apply any rule or assist in application of any rule concerning eligibly for such assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status. (p. 24142, 86.37)

Counseling Students. In reference to the courseling of students, Title IX states that:

1. A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.
2. A recipient that uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials that permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Where the use of a counseling test or other instrument results in substantially disproportionate numbers of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.
3. Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors. (p. 24141, 86.36)

Single-sex Courses and Programs. If institutions offer home economics only to females and auto mechanics only to males, this is a violation of Title IX. Courses must be open to all students.

Vocational Education Programs. Title IX prohibits discrimination in vocational education programs, including vocational programs at the high-school level. Vocational education programs must adhere to the open admission policy in accepting females and males on an equal basis. Female students will enroll in many of the programs that have been dominated by male students.

- Title II--Vocational Education, the Education Amendments of 1976

Title II contains provisions for eliminating sex stereotyping and discrimination in the areas of:

1. Requirements for the administration of state vocational educational programs.
2. Regulation of state use of Federal funds.
3. Requirements for national vocational educational programs.

Conclusion

Today women comprise almost half of the student body in post-secondary institutions. An increasing number of them are older women who are starting college for the first time or returning after several years absence. Along with their books and class notes, they bring special concerns and problems--both personal and professional.

College administrators, counselors, and faculty members must realize that they are working with a new type of woman student. She is often seeking a nontraditional major (e.g., agriculture or medicine) instead of a traditional one. Educators must be prepared to assist and encourage her as she makes her choices.

In many cases, colleges must update admissions practices to eliminate some traditional requirements that often create barriers for women wanting to return to school. Institutions of higher learning must employ females to act as successful role models, and must design special programs for women to help them meet their special needs and cope with the problems they encounter once they get to the institution. Finally, if women are going to benefit fully from the recent laws enacted to promote sex equity, educators must work to change their existing attitudes and biases regarding the education of women and girls.

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Appendix

Workshops for Counselors that Promote Sex Equity

The Association for Counselor Education and Supervision (ACES), a division of the American Personnel and Guidance Association (APGA), has developed training modules for two-hour, one-day, and two-day workshops in a handbook entitled, For Women and For Men: Sex Equity in Counselor Education and Supervision (1978).[1] The workshops are designed to be used by counselor educators and supervisors in their work with students, colleagues, teachers, counselors, and administrators.

TWO-DAY TRAINING MODULE

An extensive description of the two-day module follows. Material from this experience can be adapted to the other two, shorter training modules.

DAY ONE

9:30 I. INTRODUCTION

Purpose: To give participants an opportunity to begin to know their trainers, and to learn about ACES as a professional organigation and the goals of the workshop.

A. Introduce leaders. Talk about your style of teaching/leading a workshop. What can participants expect of you? What will you expect of them?

B. Present information on ACES and on the make-up and work of the ACES Commission on Sex Equity Concerns.

1. ACES is a division of APGA with over 4000 members. Members include directors of guidance, college and university teaching staffs, head counselors, directors of clinics, and supervisors of professionals in scouting, YM and YWCA's, girls' and boys' clubs. Members receive the bi-weekly APGA Guidepost, the quarterly ACES Newsletter, and the bi-monthly ACES Journal.

   There are five regional divisions of ACES (North Atlantic, Southern, North Central, Rocky Mountain, and Western) and 41 state divisions. All hold annual conventions or meetings.

[1] Information and resources regarding the following workshops may be obtained from: Association for Counselor Education and Supervision, Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. The handbook is currently out of print; portions reprinted below with the permission of APGA. The handbook is available through ERIC, ED 162 220.

2. The Commission on Sex Equality Concerns was begun in 1976. It has a national chairperson and one or two representatives from each region. An attempt has also been made to have commission representatives in each state ACES division. For the past two years, regional and state representatives have presented programs on sex equality concerns at their groups' annual conventions. Commission members are also attempting to receive commitments from several colleges and universities, school settings, and agencies in each state to offer training in and support for sex equality. The thrust of this effort in sex equality is for males, as well as females, even though at the present time in our history more emphasis is being placed legislatively and socially on women in an attempt to help them catch up.

   People interested in working with this commission are encouraged to contact their state and regional representatives or the national chairperson.

C. Provide rationale. Counselor educators and supervisors have as their goals the self-realization and full development of each individual, while also recognizing the interdependence of individuals necessary for the enhancement of society. Counseling theory and practice recognize the importance of choice and decision making, feelings of self worth and autonomy, and equal opportunity for career development. The full development of each individual is obviously not possible within a sexist society. It is for this reason that counselor supervisors and educators need to inform themselves about this issue and undertake training to help reduce sex-role stereotyping.

D. Outline goal and objectives. Use this time to expand briefly on each objective--why it's important and how it relates to the training.

   1. Goal: To increase sex equality in the training and supervision of counselors.

   2. Objectives: To help each participant to:

      a. Increase awareness and examine personal attitudes relating to female and male roles.
      b. Examine his or her work setting for possible sources of sex-role stereotyping.
      c. Acquire specific strategies and techniques for the reduction of sex discrimination in counseling.
      d. Increase knowledge of the impact of recent legal and economic changes relating to male and female roles.
      e. Gain information about recent research, curriculum materials, and audio-visual aids that relate to sex-equality concerns.
      f. Affirm or reaffirm a personal commitment to reduce sex-role stereotyping in her or his work setting.
      g. Modify, where necessary, existing curricular areas to reflect more sex-equal practices; e.g., testing, career education, theory and techniques.

9:40 II. ORIENTATION

Purpose: To deal with the business details of the workshop.

This is the time to take about five minutes to deal with the small procedural details that often occupy participants' minds if not addressed early in the workshop. So, talk about:

A. The day's time schedule.

B. The importance of starting and ending on time.

C. The location of restrooms.

D. Rules and agreements about smoking.

E. Breaks and refreshments.

F. Any workshop changes.

G. Arrangements for lunch.

9:45 III. COMMUNITY BUILDING

Purpose: To get to know each other better so that participants work together better to help each other learn. To increase their awareness of how they describe themselves in ways that relate to their maleness and femaleness.

A. The entire group should pair off. Ask participants to take a small risk and select persons they don't know or whom they don't work with every day and, if possible, who are of the opposite sex.

B. Partners should stand facing each other with a little distance in between.

C. One person asks the other "Who are you?" The other person responds with one word or phrase. The first person repeats the question; the second person responds with a different word or phrase. Ask only the single question, "Who are you?" Allow three minutes; then switch roles and allow three more minutes.

D. Debrief/Discuss

   1. Give each pair the opportunity to sit down and share what this exercise was like for them.

   2. After about four minutes engage in a discussion with the entire group.
      a. What did they learn?
      b. What kinds of things did they start with?
      c. Did they increase their awareness of themselves or others?
      d. What kinds of things were used to describe themselves that related to their femininity or masculinity?

This exercise is borrowed from the SEGO Project Handbook on Sex Equality in Education, 75.

10:00 IV. FACTS I THOUGHT I KNEW ABOUT SEXISM IN SOCIETY/EDUCATION/COUNSELING

Purpose: To help participants become aware of what their assumptions are about the ERA, Title IX, and men and women generally, and if these assumptions are correct or incorrect. To explore how these assumptions affect participants' counseling and role modeling and how participants might counteract them if they are incorrect.

A. Give each participant a copy of the "Questionnaire" containing ten true/false questions. Ask each person to take five minutes to answer the questions.

10:05 B. With the entire group, give the answer to each item, taking two or three minutes to expand on each. You might use the following questions to do this:

1. How might the assumptions I've made about each of these items affect my counseling?
2. How might the assumptions I've made affect my role modeling?
3. How might a counselor counteract a faulty assumption?
4. If you are a counselor who knows that a married woman can can be expected to work an average of 25 years, how will this affect your counseling with early adolescent females, late adolescent females, middle-aged females?
5. If you believe that Title IX only prohibits discrimination against women, how does this affect your support or use of this legislation?
6. If you believe more women than men are in mental institutions, do you expect more of your female clients to be "really crazy?"

10:30 *Break*

10:45 V. INDIVIDUALIZING SEXISM OR SEX-EQUALITY EXPERIENCES THAT HAVE MADE AN IMPACT ON ME

Purpose: To sensitize group members about sexist incidents that influence individual behavior.

A. Form new groups of four persons, preferably two females and two males who do not know each other. Allow members several minutes to introduce themselves briefly.

B. Give each participant a copy of the handout, "Individualizing Sexism." Go over the directions and ask each person to complete the graph individually. It is often helpful if the trainer fills in a chart of his or her own, which shows several examples, as this will usually trigger some responses in the participants and they will be able to complete their own chart more rapidly.

10:55 C. Ask each person to take about five minutes to share one or two experiences from their graph with other members of their small group. Remind people when each five-minute period is up so that the groups move along.

D. Again, individually, each person should complete the statement, "Counselors disciminate when they . . ." Sharing should then take place in the groups of four. One alternative would be to have each group list the ways of discrimination on newsprint, taping the responses from all groups up on the wall. Discussion could then follow on the most commonly listed ways.

E. Each person should individually complete the statement, "As a professional, I discriminate when I . . ." Ask people to look at the ways listed in exercise D and honestly evaluate themselves. This third exercise need not be shared with the others in the group.

11:35 F. Large Group Debrief/Discuss

1. What did you learn from this exercise?

2. Are you motivated to do anything about your own and others' sexist experiences?

11:45 VI. TITLE IX, ERA, AND SEX STEREOTYPING

Purpose: To give information about Title IX and the ERA and to increase participants' awareness of how their values affect their thoughts and actions about Title IX and the ERA.

Understandably, 45 minutes is not very long to devote to these important topics. The assumption is made that participants will have had some previous exposure to these issues, and if they haven't, that this exercise will give them a good foundation in the information and values relating to these issues. You will not have time to use all the options in this section. Choose items most appropriate for your group.

A. Option One

1. Form new groups of four, again preferably two females and two males who do not know each other. Allow group members several minutes to introduce themselves briefly.

2. Have each member individually (not to be handed in) write, "What I know about Title IX."

3. Have each member also individually write, "What 'bugs' me most about Title IX."

4. Give each member a copy of the counseling section of the Title IX regulations.

5. Encourage groups to talk with each other about their individual perceptions and problems concerning the counseling section of Title IX. Have them define and write down problems they have regarding compliance or agreement with these regulations. These could also be written on large sheets of paper and hung around the room.

6. Large Group Debrief/Discuss

   a. Ask each group to share one of their problems or select one from those posted around the room.
   b. Initiate a discussion to see if others have a solution to the problem, are experiencing the same problem, or know where to go for help in solving the problem.

B. Option Two

1. Show the filmstrip "Title IX and the Schools." Following this, proceed with sections 4, 5, and 6.

C. Option Three

1. Values and Title IX/ERA. Several options are available around the use of the handout, "Statement on Title IX and ERA."

   a. You might do "values voting," where the trainer reads each of the 18 items and asks participants, without comment, to hold their thumbs up if they agree, thumbs down if they disagree, and thumbs turned sideways if they are uncertain.
   b. Following this, depending on the size of the group, you might have large or small group discussions about the feelings raised by this exercise, about how to gather factual data that support or dispute these statements, and about how to deal with others whose opinions are based on misinformation.

12:30 *Lunch*

1:30 VII. EXPERIENTIAL TECHNIQUES YOU CAN LEARN AND TAKE BACK TO TEACH YOUR COUNSELORS AND STUDENTS

Purpose: To demonstrate and provide participants with some experiential techniques they can use in their work settings. To help participants become more aware of how sex stereotyping and attitudes toward sex equality affect counselors.

You may choose to use the included role plays in several different ways depending upon the size and composition of the group.

A. Option One (small groups)

1. Ask participants to form groups with four to five people they have not previously met, all groups containing some males and some females.
2. Each group should be given copies of the same role play. One person is the counselor and one to two persons are the client(s). The remaining one to two people in each group are observers. Allow five to ten minutes for each role play.
3. After each role play ask each small group to discuss with one another what happened, using the discussion questions as guidelines. Allow five to ten minutes for each discussion.
4. With the entire group ask for a summary of particularly pertinent points from each small group.

B. Option Two (large group)

1. Ask for volunteers from the large group to role play one of the scenarios in front of the entire group.
2. Then lead the discussion with the entire group using the discussion questions as guidelines.

C. Option Three

1. Have the group do several role plays and then in small, similar-interest groups, write new role plays that could be used in their work settings. These could be typed and distributed to all workshop participants.

D. Option Four

1. Do something with or mention stimulus videotapes, movies, or audiotapes.

2:45 *Break*

3:00 VIII. COUNSELING INTERVENTIONS FOR NONTRADITIONAL CAREER CHOICES

Purpose: To demonstrate one or more methods of helping counselors increase their awareness of the effects of their interventions on the career choices of their counselees.

Several options are presented to deal with this topic in this time frame. Your choice of one or a combination may depend upon your accessibility to the resources and the composition of your group.

A. Panel Discusion

1. Ask two females and two males who are in nontraditional jobs if they will participate in a panel discussion designed to inform counselors about the pro's and con's of their jobs and what help counselors could have been or might still be. The trainer serving as the moderator of the panel may say:

   a. Describe your job. Tell us what it is that you do.
   b. How did you happen to choose this job? What factors most affected your choice?
   c. What help, if any, did you get from any kind of a counselor--high school, college, employment service, agency--in making this choice.
   d. What are the positive factors associated with being a male or female in your job?
   e. What are the negative factors associated with being a male or female in your job?
   f. What could counselors do to be more helpful in assisting people who are considering nontraditional career choices?

B. Film(s)

1. You may show one or more of the following films as a:

   a. Prelude to the panel discussion.
   b. Stimulus for small and/or large group sharing and discussion centered around the material presented in the films.
   c. Way to allow participants to preview and evaluate materials that they might use in their own work settings.

2. The following films are suggested for use in this section. You may know of others that would also be appropriate.

   a. "Anything You Want To Be" - a 16mm, 30-minute film available through any office of the Bell Telephone Company. It shows women and men in nontraditional jobs.
   b. "Women in Management: Threat or Opportunity" - a 29-minute film produced by Barbara Jampell, CRM/McGraw Hill, 110 15th Street, Del Mar, California 92015.

4:15 IX. FIRST DAY EVALUATION

Purpose: To receive feedback on how the activities of the day were received and perceived by participants.

A. Ask each participant to write answers to the following sentence stubs and hand them in. You may receive more honest answers if participants do not put their names on papers.

1. "I learned . . ."
2. "I liked . . ."
3. "I didn't like . . ."
4. "I wish . . ."
5. "Other comments/questions . . ."

X. HOMEWORK

Purpose: To help participants begin to take the information and awareness they have learned in this day's training and apply it in real life. To have fun.

A. Ask participants to make a list, between now and tomorrow morning, of the examples of sex-role stereotyping they observed.

B. Ask participants to team up with someone of the opposite sex to do something "untraditional." Examples might include: the female partner opening the door for the male; the female making a sexist remark within hearing distance of others; the male carrying his briefcase while the female carries the heavier suitcases; the male complaining to the desk clerk of a mouse in his room while the female attempts to calm him and make light of it; both partners entering an elevator and facing the back rather than the front. Participants are to observe the reactions of those around them to their "untraditional" behavior and report this in the morning.

DAY TWO

9:30 I. Share/Debrief Homework

Purpose: To allow participants to share and comment on their homework activities and observations and to energize the group for the morning's activities.

A. Begin this section by asking:

1. "Why did we ask you to do this homework?"
2. "What did you learn?"
3. "Will any of the observations you made or information you learned be of help to you in the future?"

B. Encourage participants to volunteer to share briefly their comments and observations on their homework relating to your questions. Your role as trainer is to actively listen, clarify, and facilitate.

9:45

II. MALE STEREOTYPING

Purpose: To increase participants' awareness of their own and others stereotypes of males and masculine behavior and how these stereotypes affect their counseling and role modeling.

A. This section may be done in several ways depending upon the overall size of the group and/or the number of men in the group.

1. Option One

   a. Ask the group to form groups of four to five with some men and women in each group.
   b. Ask the men to describe a personal experience in which they felt expected to display masculine behavior.
   c. Ask the women to describe situations in which they would expect masculine behavior.
   d. With this as a beginning, ask each group to discuss and write on large sheets of paper societal definitions of what a man is and what masculinity is.
   e. Post these definitions around the room.
   f. Facilitate a discussion around these definitions with the entire group. This is primarily an open-ended discussion. You are not trying to agree upon the definition of what a man is and what masculinity is. You are looking at what people's ideas are and how much they agree and disagree.
   g. Ask participants how their ideas on maleness and masculinity affect their counseling. Ask participants how their ideas on maleness affect their role modeling--particularly in relation to their counselees, students, and people they are supervising.

2. Option Two

   a. From the large group ask for four or five male volunteers to describe briefly a personal experience in which they felt expected to display masculine behavior.
   b. Ask for four or five female volunteers to describe briefly situations in which they would expect masculine behavior.
   c. Go back to d and e above or ask the large group to brainstorm societal definitions of what a man is and what masculinity is while you write them on the blackboard or large sheets of paper.
   d. Proceed with f and g above.

10:30

B. Show part 3, "The Masculine Image," of the filmstrip series Masculinity by Warren Schloat Productions, 1974, 150 White Plains Road, Tarrytown, New York 10591. This is a series of four filmstrips and cassette tapes that focus on the study of men today, their roles, and their impact upon the world in which they move. Masculinity discusses the validity of certain longheld assumptions about men and masculinity, the degree to which myth and traditional stereotypes have influenced these assumptions, and what options and new directions men now have open to them.

C. After viewing the filmstrip, ask some of the following questions:

1. Whom do you most admire? Why? Generally speaking, are men your heroes? Women?

2. Do men and women tend to have similar images of masculinity? Are these images affected by whether the person who has the image is white, black, native-born, foreign, Jewish, Christian, rich, poor?

3. What things do the James Bond image, the Mick Jagger or Burt Reynolds image, the Playboy image, and the astronaut image have in common?

10:55 D. Distribute the handout, "Some Damaging Effects of Sex Stereotyping on Boys and Men."

11:00 III. RELATIONSHIP OF SEXISM AND RACISM

Purpose: To raise the issue of the relationship of sexism and racism and how both of these create a barrier in counseling.

It is important here to tell the group that the brief amount of time devoted to this issue is not intended at all to demean or minimize the importance of racism for counselors. Since this workshop is dealing with sexism, it is intended that this topic be introduced as a related issue, but not dealt with in detail.

A. Explain the purpose of this section to participants.

B. Give each participant a copy of the handout, "Sexism-Racism" and ask them to read it quickly.

C. Ask for comments, questions, agreement/disagreement from participants.

11:15 IV. FEMALE STEREOTYPING

Purpose: To increase participants' awareness of their own and others stereotypes of females and feminine behavior and how these stereotypes affect their counselinf and role modeling.

A. Option One

1. Ask participants to form into groups of four, preferably with two males and two females and with people they don't know well.

2. Give participants several minutes to introduce themselves.

3. Give each participant a copy of the handout, "You Women Are All Alike."

4. Ask each small group to do the following things:

   a. Look at the attached sheet.
   b. Discuss the attitudes behind such comments.
   c. Think of a woman friend--how many comments do you think fit that person?
   d. Do you use any of these statements at any time?
   e. Make up a similar sheet for men. Discuss the attitudes behind such statements. Ask participants to hand in one sheet from each group that could then be typed, duplicated, and distributed to the rest of the members of the large group.
   f. What are you going to do about it?

5. Large group debrief/discuss. Ask for "What did you learn?" comments from the entire group.

B. Option Two

1. Give each group member the handout, "Opinionnaire."
2. Ask each group member individually to complete the "Opinionnaire."
3. Have each score the "Opinionnaire" as follows:
   a. Discount items 7, 13, and 16
   b. Score all items but 19 and 20 as follows: SA-1, A-2, U-3, D-4, SD-5
   c. Score 19 and 20: SA-5, A-4, U-3, D-2, SD-1
4. Have each participant add up her or his total score. Divide the total group into three groups based on a low, medium, and high range of scores.
5. Have each group discuss:
   a. What they think each of the other two groups is like.
   b. What they think each of the other two groups thinks <u>they</u> are like.
6. Share each group's perceptions in the large group.
7. Now redivide the group into subgroups of four or five, each of which is composed of members of all three of the "stereotype" groups.
8. Have members write down individually three things that influenced them to become the man or woman they are today.
9. Share these in the small groups.
10. Debrief in large group:
    a. What happened?
    b. What did you learn?
    c. What was different between the large group and the small group?

    Hopefully, the point made will be that when we meet and listen individually to people we have stereotyped, we find their experiences not too different from our own.

C. Option Three

1. Show the film "We Are Woman" with Helen Reddy, 30 minutes, produced by Motivational Media, Inc., La Jolla, California.
2. Facilitate small and/or large group discussion by focusing on the following questions relating to the film:
   a. Were you surprised at any of the statistics?
   b. Did you disagree or feel negatively about anything in the film?
   c. In thinking about "women's liberation," what's in it for men?
   d. How might you use this film?

12:30 *Lunch*

1:30

V. INTEGRATION OF SEX-FAIR GUIDANCE INTO CONTINUING AND GRADUATE EDUCATION FOR COUNSELORS

Purpose: To help participants learn more systematic ways for assessing sex-role bias in the counseling process, career materials, interest inventories, and vocational education.

This is a relatively short section in which the trainer is primarily concerned with presenting people with materials for assessing sex-role bias and for stimulating their interest in applying the material in their work setting.

A. Option One

1. Ask participants to form into groups of four, preferably with two males and two females and with people they don't know well.
2. Give participants several minutes to introduce themselves.
3. Give each participant a copy of the four handouts, "Checklist for Assessing Bias in the Counseling Process, in Career Materials, in Interest Inventories, and in Vocational Education."
4. Ask each group to read, discuss, and critique these handouts together, beginning with those areas that are of most interest to them. Ask them to focus on some of the following:
   a. Should any item be added or deleted?
   b. What are some realistic ways to insure that preservice and inservice counselors will use these checklists?
   c. Once we discover, by using the checklist, in what areas sex-role bias is still present, what can we do to reduce it?
   d. Which items on the checklist are the most difficult to change or deal effectively with?

B. Option Two

1. The same process could be followed with the large group reading, discussing, and critiquing the handouts.

VI. THE INFLUENCE OF POWER IN DEALING WITH INDIVIDUAL AND INSTITUTIONAL SEX-EQUALITY PROBLEMS

Purpose: To encourage an awareness of how to gain power which is defined arbitrarily on the basis of gender.

A. Mini-lecture. Begin this section with a brief presentation of some of the aspects of power. Several examples are included to help you do this. You may have other material that you have used effectively in the past and think is appropriate here.

1. Example One

The feeling of helplessness which results from a lack of control over one or many aspects of an internal or external environment can be overwhelming. Each of us can perhaps recall such an experience--for some it was temporary, for others of longer duration. Rollo May has identified two methods of responding to a lack of power--violence and anger/depression.

One of the purposes of this workshop is to encourage an awareness of how to gain power that is denied arbitrarily on the basis of gender. Those who maintain female and male stereotypes also prescribe gender-appropriate behavior, which, by infringing on the individual's right to choose, makes it more difficult to take control and gain some power.

Power, or the idea of power, is very appealing to some, anathema to some, and to others it may seem like an impossibility. What does power mean to you? Do you have some say and make choices among alternatives in your personal, social, and economic life? How much power do you want? How do you get it? Do others have to be hurt along the way? Is power wielded beneficially or detrimentally according to the individual? Where are the limits--are they self-or other-imposed?

Most of the institutions in our life--family, school, government--are hierarchical in structure. Where are you in that hierarchy? Are you comfortable there? Do you feel competent, appreciated, content? Will there always be people who do not gain power because of the hierarchies?

The potential outcomes of counseling are the individual's re-discovering of strengths and abilities, the learning of new skills, and increasing beneficial interaction with the environment. In order to gain the power a person requires for self-respect, self-maintenance, and the satisfaction of social and economic needs, the present power structure must be examined. The gaining of some control by individuals or groups will disrupt and disturb previous power structures with which some people are very comfortable. The risk involved is as great for those who will have to share or lose some power as it is for those who hope to gain some. Both parties have to abandon the security of the known and recognizable structure. Are you willing to take the risk?

2. Example Two

Write on the blackboard "Arbitrary Authority" and "Natural Authority." Ask participants to define what they think each of these terms means.

Arbitrary authority is that which is arbitrarily assigned or given to me by the title or nature of my position. Principals, professors, directors, even parents have arbitrary authority. The <u>power</u> that comes with arbitrary authority is derived from <u>fear</u> and <u>dependency</u>. I am dependent on my teachers for a grade, on my supervisors for evaluation or reemployment or a salary increase, and on my parents (if I am a young child) for food, clothing, and shelter. I am fearful that if I do not do what they wish I will not receive these things.

Natural authority is that which I earn because of my expertise and knowledge. I know something that you want to know. You are willing to listen to me and do what I ask because you will learn from me. I am qualified because of my knowledge and experience to be your supervisor/leader.

You are willing to have me direct the program, assign budget priorities, and evaluate staff. The power that comes from natural authority is derived from influence and persuasion. I have the ability to influence and persuade, not force, you to do something.

Although counselor supervisors and educators possess both arbitrary and natural authority, they would be wise to consider the consequences of using each. The associates of an arbitrary leader may have feelings of resentment and anger toward the leader, may become dependent upon the leader's approval before they dare to initiate anything on their own, and may passively work to avoid or disobey directives without making it appear as if this is what is happening. Associates may escape from arbitrary authority by seeking other employment or mentally withdrawing from their circumstances. They may join forces with other underpowered persons in an attempt to use their collective power to overpower the leader of the favored group.

The associates of a leader who uses natural authority are asked to become involved democratically and collaboratively in the decision-making and problem-solving process. They are asked to contribute their expertise and knowledge.

Persons or groups whose power is derived solely from arbitrary authority may have their power extinguished or diminished. Persons whose power is derived from natural authority tend to retain it throughout their lives.

B. Power Exercise: 1-2-3-4 Game

1. Ask for four volunteers to participate in this exercise. [If you can "volunteer" four people whom you perceive to be fairly competitive, this exercise will "work" (help you make the point) better.]

2. Place four chairs in a circle facing each other and ask the volunteers to take their seats on the chairs.

3. On the floor in the middle of the group, place four folded pieces of paper, each piece containing a 1, 2, 3, or 4 written inside. Explain to the four volunteers that each piece of paper contains a number from 1 to 4 on it, and that each number represents shares of power.

4. Ask participants to pretend that there is $50 in the kitty, and the object of the game is to get the money. To get the money, people have to put their numbers together to make a 6 or 7. For example, the 4 can go with the 2 or the 3; or the 1, 2, and 3 can put theirs together. (All four of them can never go together.) They will have to bargain and make deals to decide who will go together and how much of the $50 each will get.

5. After you have given the directions, tell them to draw numbers and read them aloud. Explain that they will have two minutes to make their bargains, and that they will play five rounds, each time redrawing a number.

6. Ask the remainder of the large group to observe the four people in the group.

7. On the blackboard, keep track of which number each person draws for each round and the amount of money each person earns on each round. The board would look like this:

Round	Mary	John	Tom	Susan
1	1	4 $25	2	3 $25
2	3	2 $35	1	4 $35
3	1 $10	3 $45	2 $45	4
4	2	4 $60	1	3 $60
5	4 $75	1	3 $75	2

8. Increase the amount of money in each round: Round 2--$70; round 3--$100; round 4--$120; round 5--$150. (Using ten-dollar bills in play money often increases the motivation.)

9. Remember after each round to collect the slips, mix them up, and have each person draw again.

10. In the debriefing, write on the board, "How did it feel to be a . . ."

    1? 2? 3? 4?

11. Ask the observers first, then the volunteers, to suggest statements about how it was to be a 1, 2, 3, and 4. You may get responses like, "Four is powerful--you are in great demand," or, "One is helpless, and no one will deal with you. You have to use special techniques to override another number," or, "Two had a little power, but has to move fast to join with someone."

12. After summarizing their statements (emphasizing that a number on a piece of paper made people act in certain ways), ask the participants if they can think of areas in which people have the feelings of oneness, twoness, threeness, or fourness. You may want to list these areas on the board. Participants will probably suggest areas, such as race, sex, I.Q., nationality, income, athletic ability, color of skin. Each one of these areas had its oneness, twoness, threeness, or fourness, and children learn it from birth. They learn a self-concept as a 1, 2, 3, or 4 by the way other people treat them.

13. In summary, ask participants how they help persons overcome sex discrimination which may cause them feelings of oneness or twoness.

C. Small Group Problem Identification and Solving

1. Ask participants to form into groups of four, males and females.

2. Ask participants to identify power-related problems in their institutions dealing with male and female stereotyping. Examples might be a female chairperson in a nearly all-male department, an only female in an all-male department, an only male in an all-female department.

3. Ask participants to make suggestions about how they have dealt or might deal with these problems.

4. After about 15-30 minutes ask the large group, "What did you learn?" "What types of problems did your group identify?" "What kinds of solutions did your group identify?"

D. Assertiveness Training

1. You may choose to mention assertiveness training as a way to help people gain power. If you are knowledgeable in this area, you may choose to present a mini-introduction to the subject.

2. Several references you may find helpful or you may suggest to participants are:

a. Jakubowski, P and A.J. Lang. Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers. Champaign, IL: Research Press, 1976.

b. Alberti, R.E. and M.L. Emmons. Your Perfect Right: A Guide to Assertive Behavior. San Luis Obispo, CA: Impact Publishers, Inc., 1974.

c. Alberti, R.E., ed. Assertiveness: Innovations, Applications, Issues. San Luis Obispo, CA: Impact Publishers, Inc., 1974.

3:15 VII. A PLAN OF ACTION OR WHERE AND HOW DO WE GO FROM HERE?

Purpose: To help participants personalize the experiences of the workshop for themselves and their work settings. To identify practices relating to sex equality that participants will continue doing. To articulate reasons for not becoming actively involved in sex-equality concerns and to receive material to help them assess themselves and their institutions in this area.

A. Ask participants to form into groups of four.

B. Ask them individually to write answers to the following:

1. List five things relating to sex-equality concerns that:

a. I now do and I will continue doing.
b. I now do and I will discontinue doing.
c. I don't now do that I will begin doing.

3:25 C. Ask participants to share these things with each other in small groups.

3:45 D. After about 20 minutes ask participants for small group feedback.

1. Did any one thing seem to be mentioned more often than something else?
2. Was it difficult to find five responses to each item?
3. To which one could you have had more than five responses?
4. What conclusions, if any, did you draw from this exercise?

4:00 E. Ask the entire group, "What are reasons for not actively and continuously pursuing sex equality?" Your purpose here is to get these out in the open. Let people know that if they want excuses/reasons not to become involved in this area, there are plenty of them. Use your powers of influence/persuasion (natural authority) to convince them that this is the right thing to do and will ultimately benefit all of us.

4:10 F. Distribute the handout "Rate Yourself and Your Institution--A Checklist." Explain to participants that this is another tool to help them assess how they're doing.

4:15 VIII. EVALUATION

Purpose: To receive feedback on the methods and results of the training.

A. Give each participant a copy of the "Workshop Evaluation" and ask them to complete it now.

B. A special note to trainers: Consider all of the information you receive from the evaluations. You may decide to change parts of the workshop or the style you use in presenting material. This is how a competent leader becomes more competent. Please don't read the evaluations as a perfect person who perceives any criticism as proof of imperfection. This approach will usually be characterized by your having feelings of anxiety and a nagging sensation of not doing well, as well as resentment toward the person who didn't like everything you did.

4:30 IX. DISTRIBUTE BIBLIOGRAPHIES

"Suggested Resources," "Audiovisual Materials on Sex-Role Stereotyping," "Guidelines for Assessment of Sex Bias and Sex Fairness in Career Interest Inventories."

ONE-DAY (SIX-HOUR) TRAINING MODULE

An outline of the one-day module follows. Please refer to the specific directions for activities and dissemination of information listed in the two-day module.

9:30	I.	INTRODUCTION
9:40	II.	ORIENTATION
9:45	III.	COMMUNITY BUILDING
10:00	IV.	FACTS I THOUGHT I KNEW ABOUT SEXISM IN SOCIETY/ EDUCATION/COUNSELING
10:30		*Break*
10:45	V.	INDIVIDUALIZING SEXISM OR SEX-EQUALITY EXPERIENCES THAT HAVE MADE AN IMPACT ON ME
11:45	VI.	INDIVIDUALIZING SEXISM WITH A DISCRIMINATION LIFE LINE LINE OR SEX-EQUALITY EXPERIENCES THAT HAVE MADE A POSITIVE IMPACT ON ME
12:30		*Lunch*
1:30	VII.	EXPERIENTIAL TECHNIQUES YOU CAN LEARN AND TAKE BACK TO TEACH YOUR COUNSELORS AND STUDENTS
2:45		*Break*
3:00	VIII.	COUNSELING INTERVENTIONS FOR NONTRADITIONAL CAREER CHOICES
4:15	IX.	EVALUATION
4:30	X.	DISMISSAL

TWO-HOUR TRAINING MODULE

An outline of the two-hour module follows. Please refer to the specific directions for activities and dissemination of information listed in the two-day training module.

The primary objectives of this module are to increase participants' awareness of their own and others' experiences in sex discrimination and to learn what they can do about them.

10:00 I. INTRODUCTION

- A. Introduce leaders.
- B. Give information on the organization, make-up, and work of the national commission.
- C. Provide rationale.
- D. Outline goal and objectives.
  1. Goal: To increase sex equality in the training and supervision of counselors.
  2. Objectives: To help each participant to:
     a. Increase awareness and examine personal attitudes relating to female and male roles.
     b. Increase knowledge of the impact of recent legal and economic changes relating to male and female roles.

10:15 II. COMMUNITY BUILDING

10:30 III. FACTS I THOUGHT I KNEW ABOUT SEXISM IN SOCIETY/EDUCATION/COUNSELING

11:00 IV. INDIVIDUALIZING SEXISM WITH A DISCRIMINATION LIFE LINE OR SEX-EQUALITY EXPERIENCES THAT HAVE MADE A POSITIVE IMPACT ON ME

11:45 V. WHERE DO WE GO FROM HERE?

Purpose: To disseminate information on how participants can conduct further training in sex equality concerns and how they can systematically assess what they are doing now.

- A. Tell participants about the one- and two-day workshops and how the material from these workshops can be integrated into existing classes, staff meetings, or inservice training.
- B. Distribute copies of the handouts entitled, "Checklist for Assessing Bias in the Counseling Process, Career Materials, Interest Inventories, and Vocational Education;" "Rate Yourself as an Institution." Encourage participants to use these instruments personally and with colleagues in their work setting.
- C. Distribute copies of the bibliographies.

11:55

VI. EVALUATION

A. Ask participants to complete the statements

1. "I learned . . ."

2. "I need . . ."

12:00

VII. DISMISSAL

A HANDBOOK FOR WORKSHOPS ON SEX EQUALITY

Another resource that has been developed to help counselors promote sex equity is A Handbook for Workshops on Sex Equality.[2] The handbook, as well as the activities of the Sex Equality in Guidance Opportunities (SEGO) Project, represent the first nationally coordinated effort to train and place in each state a trainer skilled in the issues of sex equality.

8:30 I. REGISTRATION AND GATHERING TIME

Have participants fill out name tags with school or agency affiliations. On a central registration sheet at the door write names, affiliations, and mailing addresses. Try to have everything ready so that at 8:30 you are free to circulate and talk. This will help you get some perspective on the attitudes of your group before the workshop begins.

9:00 II. WELCOME

Give a very brief outline of the day's plans. At this workshop participants will:

- Participate in a "working" workshop because you know they want their time well spent.
- Gather information and ideas for sex equality in education.
- Engage in some activities to point up these ideas.
- View a film (or whatever media you have planned).
- Have a one-hour lunch period.
- Develop their own strategies for change.
- Begin right away with an activity.

9:05 III. OPENING ACTIVITY

Break up into small groups of no more than four or five, with women and men in each group. Encourage people to form groups with those they don't already know. Use the count-off method if necessary.

Circulate among the groups while they are working. Listen unobtrusively and do not get involved with the group's plans or in answering involved questions. You want their thinking at this point, not yours.

You may pick up material (misinformation, stereotypes, etc.) to which you will wish to respond in your own presentation without, of course, identifying anyone in the group.

Have each small group report back with their ideas and information.

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[2] The handbook is now out of print; portions reprinted below with the permission of APGA. Copies are available in the library of the American Personnel and Guidance Association at Two Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041. It is also available through ERIC, ED 136 124.

9:20 IV. OVERVIEW OF SEX EQUALITY IN EDUCATION

You will now know something about the attitudes and level of the group. Make your first informational presentation using the backup material in the workshop.

- Review the statistical reality which indicates the need for a fresh look at our long-range projections for our students.
- Emphasize legal requirements for sex equality in educational institutions based on Title IX of the Education Amendments of 1972. Indicate that you will give more details on Title IX later in the day.
- Point out the double discrimination that affects women and girls of cultural and ethnic minorities citing some of the statistical information.
- Highlight significant areas where school systems can expand or constrict the aspirations and expectations of students through:

  -different treatment and expectations for girls and boys
  -curricular materials
  -counseling and guidance activities and materials
  -sports activities

Allow time for questions and discussion.

9:45 V. GROUP ACTIVITY

Try to be flexible enough to be responsive to the group. This will become easier as you gain more experience. Now may be the time for a complicated activity involving small groups, or a large group activity, such as listing adjectives traditionally associated with females or males. Your choice also may be dependent on time factors.

If the previous discussion and question period was of some length, you may need to do a short activity or eliminate it altogether.

10:00 VI. MEDIA PRESENTATION

Have everything ready, so that the equipment need only be rolled into position and turned on.

Allow time for discussion of the presentation.

10:30 *Break*

10:45 VII. TITLE IX

Explain that you are highlighting Title IX, that you don't claim to be an expert on the law.

If you have sent away for free copies of Title IX and its implementing regulation, you can pass them out and, using your own already marked copy, take the group through the regulation highlighting some areas.

This procedure makes the law real by making it specific. It becomes something each person can read and understand.

Depending on the composition of your group, different areas may be emphasized. General highlights:

- No sex-discriminatory classes or sex-discriminatory requirements, such as shop or home economics.
- No sex-discriminatory work-study programs.
- No sex-biased counseling or counseling materials.
- Integrated physical education classes.
- Equal opportunity in sports.

Questions and discussion.

For those who would like additional information on the law, you can offer the address of the Department of Health and Human Services, Office for Civil Rights, Washington, DC, and the addresses of the ten regional offices. These offices will provide more detailed explanation.

11:15 VIII. GROUP ACTIVITY

Selection depends on the needs of the group and time factors.

11:30 IX. DISPLAY OF PRINTED MATERIAL

If you have set up a display table of materials, take the time to go over it and highlight one selection from different areas: counseling, curriculum, statistics.

It helps to hold up a book or a pamphlet, state its title, tell what it covers, perhaps show an example: A Women's Bureau pamphlet on statistics can be identified and one or two important statistics cited.

Give participants time to browse through the material and suggest they continue to do so during lunch.

12:00 *Lunch*

It is preferable to eat on-site for two reasons:

1. Persons don't get delayed at restaurants thereby holding up or missing part of the afternoon session.
2. More important, staying together informally, perhaps with a brown bag lunch, allows participants to talk to each other and to the leader and generally process the information delivered in the morning.

1:00 X. SHORT MEDIA PRESENTATION OR A TIME FOR QUESTIONS

Ask the participants if they have any questions they would like to raise as a result of the morning's work. By now, participants should feel more comfortable with each other and might now offer some questions that they were not ready to share in the morning.

1:30 XI. STRATEGIES FOR CHANGE

Talk about the need to use and to pass along the information and ideas they have gained during the day. Break into small groups and begin to develop change strategies. Assign "Career Awareness Night" to some groups and have others work on "My Colleagues." Share problems and solutions with the total group.

Do "The Buck Stops Here" and discuss in small and large groups.

2:30 XII. CLOSING REMARKS

Summarize:

- Expanding and changing roles of girls and boys, men and women;
- The need to look freshly at old stereotypes; and
- Title IX and other related laws that make sex discrimination in schools illegal.

If you can provide the service, ask the group if they would like the registration list duplicated and sent to each member so that they can be resources for each other. If you cannot do this, perhaps someone else in the group will take on the job.

2:50

XIII. EVALUATION SHEETS

If you are using an evaluation sheet, ask participants to fill it out now.

Many individuals are uncomfortable about handing in an evaluation sheet if they think the leader will know whose it is. We recommend unsigned comment forms. Ask them to leave the evaluation in a suitable place--perhaps a chair near the front of the room--rather than hand it to you.

XIV. AFTER THE WORKSHOP IS OVER

Many persons with one last question will want to speak to you at the end of the day. Be sure your schedule does not require you to leave before you respond to these individuals. This time may provide extra impetus for some participants to decide finally on a commitment to change.